

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 7 Overview 2024-25 – CCM

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
8 weeks (11-12 Lessons) (38Days)										
Tues 2-Sep	A	1	<ul style="list-style-type: none"> Overview of Unit/No. lessons Impact of Technology - Collaborating Online Respectfully / 5 lessons Lesson Sequence of Content: Lesson 1 - Account security Lesson 2 - Respectful communication Lesson 3 - Use presentation tools Lesson 4 – Peer evaluate Lesson 5 – Create a presentation 	<ul style="list-style-type: none"> Foundational Concepts sensible passwords; respectful when communicating online; find copyright free images to use in our own digital products; how to use presentation software before designing our own presentation; time to create our presentations and on-going review to check accessibility and suitability. Tier 2/3 Vocabulary Acceptable use policy, file types, naming conventions, file management, social networking, cyberbullying, privacy, password, identify theft, phishing, search engine, layout, accessibility Key Assessment: A practical assessment where students develop a presentation and summative assessment in the form of multiple-choice questions. <p>NOTE: Use of retrieval quizzes with focus on content from KS2</p>						
9-Sep	B	2	<ul style="list-style-type: none"> Unit Learning Outcomes: GW - Learn how to create a sensible password and how to be respectful when communicating online BI - Organise your workspace and plan a presentation EW – On-going review of work for suitability and use of feedback 							
16-Sep*	A	3								
23-Sep	B	4	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Prior (Y6)</th> <th style="text-align: center;">Current (KS3)</th> <th style="text-align: center;">Next (KS4)</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour</td> <td style="padding: 2px;">revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</td> <td style="padding: 2px;">develop their capability, creativity and knowledge in information technology</td> </tr> </tbody> </table>		Prior (Y6)	Current (KS3)	Next (KS4)	use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour	revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability	develop their capability, creativity and knowledge in information technology
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30-Sep	A	5	<ul style="list-style-type: none"> Overview of Unit/No. lessons Design Vector Graphics / 6 lessons Lesson Sequence of Content: Lesson 1 – Get into shapes Lesson 2 – Paths united Lesson 3 – Create icons challenge Lesson 4 – Pre-production of vector Lesson 5 – Post-production of vector Lesson 6 - Project completion 							
7-Oct	B	6	<ul style="list-style-type: none"> Unit Learning Outcomes: GW - Basics of using software to draw geometrical shapes and manipulate them 							
			<ul style="list-style-type: none"> Foundational Concepts sensible passwords; respectful when communicating online; find copyright free images to use in our own digital products; how to use presentation software before designing our own presentation; time to create our presentations and on-going review to check accessibility and suitability. Tier 2/3 Vocabulary Image, pixel, bitmap, vector, colour, mode, image manipulation, shapes, layer, canvas, dimensions, align, pixel, tools, mask, panel. Key Assessment: A practical assessment where students design, create a digital graphic and answer exam style questions. 							

14-Oct	A	7	<p>to combine simple shapes into more complex ones</p> <p>BI – Create a set of monochrome icons that range from simple ones to more complex ones that require some creative thinking</p> <p>EW – Plan and develop our own vector graphic</p>	<p>NOTE: Use of retrieval quizzes with focus on content from KS2</p> <ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? <i>Parent and Carers month/Black History month</i> <i>3/9 World afro day</i> <i>23/9 International day of sign languages</i> <i>10/10 world mental health day</i> <i>5/10 world teachers day</i> <i>6/10 World cerebal palsy day</i> 						
21-Oct	B	8	<table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (KS3)</th> <th>Next (KS4)</th> </tr> </thead> <tbody> <tr> <td>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content</td> <td>undertake creative projects that involve selecting, using, and combining multiple applications to achieve challenging goals</td> <td>develop their capability, creativity and knowledge in digital media</td> </tr> </tbody> </table>		Prior (Y6)	Current (KS3)	Next (KS4)	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content	undertake creative projects that involve selecting, using, and combining multiple applications to achieve challenging goals	develop their capability, creativity and knowledge in digital media
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Half-Term			7 weeks (10-11 lessons) (35 Days)							
4-Nov	A	9	<ul style="list-style-type: none"> <u>Overview of Unit/No. lessons</u> Computing systems / 3 lessons <u>Lesson Sequence of Content:</u> Lesson 1 – Under the hood Lesson 2 - Orchestra Conductor Lesson 3 - It's only logical <u>Unit Learning Outcomes:</u> GW - Identify the hardware and software used in computing systems BI - Choose appropriate logic gates to construct logic circuits EW – Question how hardware is built out of increasingly complex logic circuits 	<ul style="list-style-type: none"> Foundational Concepts Computer Hardware and Software; Fetch-Decode-Execute; operating systems; volatile non-volatile; Logic gates; Tier 2/3 Vocabulary Boolean logic, circuits, programming, hardware, software, computer systems, instructions, stored, executed, abstraction, logic, algorithms. Key Assessment: Worksheet to work through exam style questions. <p>NOTE: Use of retrieval quizzes with focus on content from KS2</p>						
11-Nov	B	10	<table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (KS3)</th> <th>Next (KS4)</th> </tr> </thead> <tbody> <tr> <td>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</td> <td>understand the components that make up computer systems; understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits & programming</td> <td>develop their capability, creativity and knowledge in computer science</td> </tr> </tbody> </table>		Prior (Y6)	Current (KS3)	Next (KS4)	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	understand the components that make up computer systems; understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits & programming	develop their capability, creativity and knowledge in computer science
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18-Nov	A	11								

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25-Nov	B	ST1	<ul style="list-style-type: none"> • <u>Overview of Unit/No. lessons</u> Moving images / 6 lessons • <u>Lesson Sequence of Content:</u> Lesson 1 – Camera Techniques Lesson 2 - Composition Lesson 3 – Effectiveness Lesson 4 – Pre-production Lesson 5 – Post-production Lesson 6 - Project completion 	<ul style="list-style-type: none"> • Foundational Concepts Generate ideas, storyboards, shot lists, shot composition, camera movement, editing video, visual effects, on-going review and refinement • Tier 2/3 Vocabulary Shot types, long / medium / close-up shots, high / low angle, pan, tilt, lighting, mise-en-scene, importing, editing, sequence, rough cut, effects, continuity • Key Assessment: A practical assessment where students design, create digital video and answer exam style questions. <p>NOTE: Use of retrieval quizzes with focus on content from KS2</p> <ul style="list-style-type: none"> • Equality Diversity and Inclusion (EDI) links? <i>Mens health awareness month/disability confident month</i> <i>1/11 Diwali</i> <i>12/11 Remembrance Sunday</i> <i>13/11-19/11 Transgender awareness week</i> <i>14/11 World Diabetes Day</i> <i>1/12 World AIDS day</i> <i>25/12 Christmas Day</i> 						
2-Dec	A	ST1	<ul style="list-style-type: none"> • <u>Unit Learning Outcomes:</u> GW - Learn how search the web to find content they deem good, which they will capture and annotate digitally. Identify the key features of a word processor BI - Apply the features of a good poster and develop the idea of branding EW – Plan a digital artefact to include features identified as good and use a combination of applications to create a digital artefact 							
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16-Dec	A	15								
Christmas Holiday			6 weeks (8-9 lessons) (30 Days)							
6-Jan	B	16	<ul style="list-style-type: none"> • <u>Overview of Unit/No. lessons</u> Programming essentials in Scratch / 7 lessons • <u>Lesson Sequence of Content:</u> Lesson 1 - Sequences Lesson 2 - Variables Lesson 3 - Selection Lesson 4 – Operators Lesson 5 – Count-controlled iteration 	<ul style="list-style-type: none"> • Foundational Concepts Designing, reading, developing and debugging programs • Tier 2/3 Vocabulary Selection, count-controlled iteration, operators, variables, debugging, logical operators, Boolean operators, sequence, input, process, output • Key Assessment: A practical assessment where students adapt a scratch program and answer exam style 						
13-Jan	A	17								

20-Jan	B	18	Lesson 6 – Condition-controlled iteration Lesson 7 – Evaluate the loop	questions.						
27-Jan	A	19	<ul style="list-style-type: none"> Unit Learning Outcomes: GW - Build confidence and knowledge of the key programming concepts BI - Make appropriate use of sequencing, selection, repetition EW – Identify, locate and correct program errors 	<p>NOTE: Use of retrieval quizzes with focus on content from KS2</p> <ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? <i>LGBT+ History month</i> <i>27/1 Holocaust memorial day</i> <p><i>1/2 World Hijab Day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i></p>						
3-Feb	B	20								
10-Feb	A	21								
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Half-Term 6 weeks (8-9 lessons) (29 Days)										
25-Feb	B	22	INSET 24th Feb							
3-Mar	A	23	<ul style="list-style-type: none"> Overview of Unit/No. lessons Spreadsheets / 5 lessons Lesson Sequence of Content: Lesson 1 - Spreadsheets Lesson 2 – Quick calculations Lesson 3 – Data collection Lesson 4 – Plan a theme Park Lesson 5 – Modelling tool Unit Learning Outcomes: GW - Learn how to navigate a spreadsheet, practise entering text into cells of a spreadsheet and then learn how to perform calculations BI - Discover the difference between data and information, and between primary and secondary sources of data. EW – Discover how to use functions to analyse data in a spreadsheet and how to use conditional formatting, whereby the appearance of a cell changes automatically depending on the data it contains 	<ul style="list-style-type: none"> Foundational Concepts Identify the elements in spreadsheet software, formatting, basic formulas and functions, autofill, difference between data & information / primary & secondary source data, IF functions, analysing real-world data, conditional formatting Tier 2/3 Vocabulary Columns, rows, reference, SUM, AVERAGE, MAX, MIN, charts, data, information, primary, secondary, IF, COUNTIF, income, profit Key Assessment: A practical assessment where students develop a spreadsheet model and summative assessment in the form of multiple-choice questions. <p>NOTE: Use of retrieval quizzes with focus on content from KS2</p>						
10-Mar	B	24								
17-Mar	A	25		<ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? <i>Women's history month</i> <i>Ramadhan begins 1/3</i> <i>21/3 World Down Syndrome day</i> <i>31/3 Transgender day of visibility</i> 						
24-Mar	B	26	<table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (KS3)</th> <th>Next (KS4)</th> </tr> </thead> <tbody> <tr> <td>use technology safely, respectfully and</td> <td>design, use and evaluate computational abstractions</td> <td>develop their capability, creativity and knowledge in</td> </tr> </tbody> </table>	Prior (Y6)	Current (KS3)	Next (KS4)	use technology safely, respectfully and	design, use and evaluate computational abstractions	develop their capability, creativity and knowledge in	
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31-Mar	A	27	responsibly; recognise acceptable / unacceptable behaviour	that model the state and behaviour of real-world problems	information technology							
Easter Holiday 5 weeks (7-8 lessons) (23 Days)												
22-Apr	B	28	Easter Monday 21st Early May bank hol 6/5			<ul style="list-style-type: none"> Foundational Concepts Use of binary to represent data, conversion of binary to denary, binary addition, prefixes used for measuring size, such as 'kilo-', 'mega-', 'giga-', and 'tera-', binary used to represent pixels / colours / sound files Tier 2/3 Vocabulary Binary, bit, byte, kilo, mega, giga, tera, denary, pixel, RGB, analogue, digital, wave, sample, frequency, amplitude, compression. Key Assessment: Worksheet to work through exam style questions. <p>NOTE: Use of retrieval quizzes with focus on content from KS2</p> <ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? <p><i>Good Friday 18/4</i> <i>Easter Sunday 20/4</i> <i>Autism and stress awareness month.</i> <i>25/4 World Malaria Day</i> <i>26/4 Lesbian visibility day</i> <i>UK national walking month.</i> <i>1/5-7/5 Deaf awareness week</i> <i>23/05 Vesak</i></p>						
28-Apr	A	29	<ul style="list-style-type: none"> <u>Overview of Unit/No. lessons</u> Data Representation / 3 lessons <u>Lesson Sequence of Content:</u> Lesson 1 – Binary Digits Lesson 2 – Numbers in binary Lesson 3 – Large Quantities Lesson 4 – Binary Mosaic Lesson 5 – A splash of colour Lesson 6 – Good vibrations 									
5-May	B	30	<ul style="list-style-type: none"> <u>Unit Learning Outcomes:</u> GW - Identify the hardware and software used in computing systems BI - Choose appropriate logic gates to construct logic circuits EW – Question how hardware is built out of increasingly complex logic circuits 									
12-May	A	ST2		<table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (KS3)</th> <th>Next (KS4)</th> </tr> </thead> <tbody> <tr> <td>-</td> <td>understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]</td> <td>develop their capability, creativity and knowledge in computer science</td> </tr> </tbody> </table>	Prior (Y6)		Current (KS3)	Next (KS4)	-	understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]	develop their capability, creativity and knowledge in computer science	
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19-May	B	ST2										
Half-Term 7 weeks (10-11 lessons) (34 Days)												
2-Jun	A	33	SIBF INSET 4/7			<ul style="list-style-type: none"> Foundational Concepts 						

9-Jun	B	34	<ul style="list-style-type: none"> Lesson Sequence of Content: Lesson 1 - Features of a word processor Lesson 2 - Get the message across Lesson 3 - Poster making Lesson 4 – Brand Lesson 5 – Promoting your cause Lesson 6 - Project completion Unit Learning Outcomes: GW - Learn how search the web to find content they deem good, which they will capture and annotate digitally. Identify the key features of a word processor BI - Apply the features of a good poster and develop the idea of branding EW – Plan a digital artefact to include features identified as good and use a combination of applications to create a digital artefact 	<p>Suitable search terms, visual communication, target audience, house styles, formatting, Creative Common licenses, image manipulation</p> <ul style="list-style-type: none"> Tier 2/3 Vocabulary Boolean Operators, plagiarism, digital communication, copyright, pixel, bitmap, vector, colour, mode, selection, photoshop, layer, canvas, dimensions, pixel, tools, mask, panel. Key Assessment: A practical assessment where students design, create a digital poster and answer exam style questions. <p>NOTE: Use of retrieval quizzes with focus on content from KS2</p> <ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? <i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>12/6 world day against child labour</i> <i>18/6 autistic pride day</i> <i>20/6 World refugee day</i> 					
16-Jun	A	35							
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(Total: 189 Days)									

Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)